

## Digital Literacy and Online Safety Scheme of work - Foundation Stage

Lesson Title	Learning Objectives, teaching Points and Activities	Resources	Curriculum Opportunities
<p>1. Going Places Safely</p>	<p><b>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</b></p> <p>Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety promo film for other places such as the local park, the city centre, the library etc.</p> <p>Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>	<p><b>Cybersmart</b> - <a href="#">Zippep's Astro Circus</a> (Online game)</p> <p><b>Childnet</b> - <a href="#">Smartie the Penguin - ebook</a> (Interactive resource)</p> <p><b>Childnet</b> - <a href="#">Digiduck e-book</a> (Interactive resource)</p> <p><b>Netsmartz</b> - <a href="#">Router's Birthday Surprise</a> (Interactive resource)</p> <p><b>Netsmartz</b> - <a href="#">Clicky's Online Safety Rap</a> (Video)</p> <p><b>Netsmartz</b> - <a href="#">Way 2 Go</a> (Video)</p> <p><b>Netsmartz</b> - <a href="#">Delivery for webster</a> (e-book)</p>	<p><b>PSHE</b> - Sharing your opinions of things that matter and explain your views.</p> <p><b>Understanding the World</b>, investigates places, objects, materials and living things by using all the senses as appropriate Identifies some features and talks about the features, likes and dislikes. Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer.</p> <p><b>Understanding the World</b>, uses information and communication technology to support learning Idea: Create a class safety promo film for staying safe around the school. If green screen technology is available pupils could create a safety</p>

			<p>promo film for other places such as the local park, the city centre, the library etc..</p> <p><b>Understanding the World</b>, uses programmable toys to support learning  Idea: Take class on a short technology safari around the local area identifying street technology: network boxes, traffic lights, street lighting controls, alarms etc</p>
<p>2. A-B-C Searching</p>	<p><b>Pupils search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet</b></p> <p>Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour, height order, age order etc. Create alphabet ebooks. Sort objects by colour, size etc.</p>	<p><b>Kiddle</b> - <a href="#">Kiddle</a> (search engine for children)  <b>Google</b> - <a href="#">Safesearchkids</a> (Search engine for children)</p> <p><b>Childnet</b> - <a href="#">What is Reliable?</a> (The Adventures of Kara, Winston and the SMART Crew)</p> <p><b>AVG</b> - <a href="#">Magda and Mo</a> (e-book)</p>	<p><b>PSHE</b> - Listen to other people play and work cooperatively. Identify and respect the difference and similarities between people.</p> <p><b>EYFS Mathematics</b> - Sort or match objects. Talk about sorting.</p> <p><b>Communication and Language, Literacy</b>. Uses talk to organise sequence and clarify thinking.</p> <p>Idea: Ordering objects in the classroom by alphabet create a role play area 'Alphabetical toy shop' Line up/group in alphabetical order, hair colour,</p>

			height order, age order etc Create alphabet ebooks. Sort objects by colour, size etc...
3. Keep it Private	<p><b>Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests</b></p> <p>Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window of the class - you could use a safe online space such as Picture Teller, or learning platform or secure online area for the shop window display. Use digital images, sounds and video</p>	<p><b>CEOP</b> - <a href="#">Hector's World</a> (Cartoons and teacher resources)</p> <p><b>Childnet</b> - <a href="#">The SMART crew</a> (Cartoon on the SMART rules)</p> <p><b>Childnet</b> - <a href="#">Smartie the Penguin</a> (E-book and teachers resources)</p> <p><b>BBC</b> - <a href="#">Guy Fawkes shares personal information over the internet and gets into trouble</a> (Horrible Histories resource on internet privacy)</p> <p><b>ICO</b> - <a href="#">Personal information and information rights</a> (Lesson plans and resources)</p>	<p><b>PSHE</b> - Play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p><b>Computing</b> - Exchanging &amp; sharing information, to present their completed work effectively [for example, for public display].</p> <p>Idea: Pupils create their own 'Shop Window' - What information would you like to be available about you in a safe shop window? What information wouldn't they include and why? Try developing a digital shop window for the class - you could use a safe online space such as <a href="#">Picture Teller</a>, or learning platform or secure online area</p>

			for the shop window display. Use digital images, sounds and video.
4. My Creative Work	Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce	<b>Budd:e</b> - <a href="#">Budd:e - stay smart online</a>  (Online learning activities, rewards and interactive tool.)	
5. Sending Messages	<p>Pupils explore how they can use email and online messaging to communicate with real people within their schools, families, and communities.</p> <p>Postcard pen pals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss the differences and similarities. You could use a simple publishing tool or even a video clip or talking photo using <i>picture teller</i>.</p>	<p><b>Childnet</b> - <a href="#">What should you accept?</a> (The Smart Crew)</p> <p><b>CEOP</b> - <a href="#">Lee and Kim</a> (Children learn that avatars are controlled by real people. Activities, videos, lessons plans, puppet masks.)</p> <p><b>Insafe</b> - <a href="#">Play &amp; Learn - Being Online</a> (Activity book)</p>	<p><b>PSHE</b>- To listen to other people, play and work cooperatively.</p> <p>Family and friends should care for one another</p> <p><b>Communication and Language, Literacy</b> - Use language to imagine and recreate roles.</p> <p>Idea: Postcard penpals - pupils create a multimedia postcard featuring themselves and the things that are important to them, compare with real life photographs of themselves and the things around them. Discuss</p>

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